

VIRGINIA STANDARDS OF LEARNING ASSESSMENTS

Spring 2004 Released Test

GRADE 8 READING CORE 1

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DIRECTIONS

Read each passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.

SAMPLE

Crow

Shadow on the shiny snow.
Feathers sleek,
Darting eye searching.
Call echoing across
5 Desolate corn fields.
A ghost figure
In leafless trees,
He shifts his head,
Deciphering the breeze.
10 He shifts his eyes
To look my way.
I sympathize.
He flies away.

A The figure in line 6 refers to —

- A** the crow
- B** the poet
- C** a field
- D** a tree

B The imagery in this poem creates a mood of —

- F** playfulness
- G** loneliness
- H** danger
- J** dreaminess

Come to Camp Chippenstock!

If you're looking for happy summer memories that will last a lifetime, *Camp Chippenstock* is for you! We provide fun and meaningful activities for young people ages 12 through 17. Our campers choose from a wide variety of interesting activities, led by an enthusiastic staff, some of whom were once Chippenstock campers themselves. Because we are a day camp, *Camp Chippenstock* is more affordable than many other camps. Read on to find out how you can participate.

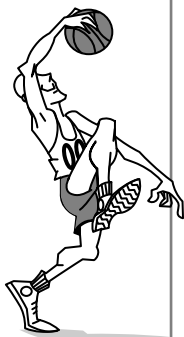
Camp Chippenstock is surrounded by pine trees, hills, streams, and a large lake. Counselors and aides are friendly, caring, and experienced. Each year we get letters from satisfied campers like this one from Tommy Molina:

"*Camp Chippenstock* is a great place to be in the summer. It's everything you'd expect a camp to be and then some. I had a great summer, met a lot of cool people, and learned to paddle a canoe. I am definitely coming back next summer."

ACTIVITIES OFFERED



- **Swimming:** Visualize yourself swimming or diving into a crystal clear pool. Whether you are a beginner or already swim like a fish, we'll find a class for you.
- **Team Sports:** Choose from softball, soccer, basketball, and volleyball. Fridays are game days—hot dogs and all!
- **Hiking:** See the most beautiful hiking trails in the area and learn about animal tracks, bird calls, and native plants.
- **Canoeing:** Glide across the lake or paddle up a stream. You can also take part in all-day canoe trips or weekly races.
- **Crafts:** Express your creative side by learning to work with wood, leather, and clay.
- **Photography:** Learn how to get the pictures you want and how to develop them. Taking good pictures isn't as simple as it seems, even in this magnificent setting. Bring your own camera or use one of ours.
- **The Chippenstock Times:** Everyone is encouraged to get involved by becoming a reporter or photographer for our weekly newspaper.



Imagine the fun you can have! We start each day at 9:00 A.M. and end at 5:30 P.M., Monday through Friday. Camp begins on June 22 and runs through July 24. Transportation can be arranged for those who live in the Allentown area. To receive an application, call 1-888-293-3151 or write to:

Camp Chippenstock
P.O. Box 292
Allentown, NY 10020

1 Which question is answered in paragraph 2 of the flyer?

- A What is the setting like at Camp Chippenstock?
- B Do campers play sports at Camp Chippenstock?
- C Does Camp Chippenstock offer creative arts activities?
- D Is Camp Chippenstock open during the month of August?

2 This is a thesaurus entry for the word paddle.

paddle *n.* **1.** oar, scull, sweep, flipper, pole. *v.* **2.** canoe, row. **3.** feather, steer, backwater. **4.** thrash, spank. **5.** toddle, pad, waddle.

According to the thesaurus entry, which synonym could Tommy Molina have used to replace paddle in his letter?

- F oar
- G row
- H thrash
- J toddle

3 Tommy Molina’s letter is an example of which persuasive technique?

- A Testimonial
- B Emotional appeal
- C Bandwagon
- D Glittering generality

4 The main purpose of the last paragraph of the flyer is to —

- F review the activities that Camp Chippenstock offers to its campers
- G tell the reader one more time how much fun campers have each summer
- H give the reader information necessary to apply for Camp Chippenstock
- J persuade the reader that Camp Chippenstock is the right camp for them

5 Which statement is a *fact* expressed in the flyer?

- A “Taking good pictures isn’t as simple as it seems . . .”
- B “It’s everything you’d expect a camp to be and then some.”
- C “Camp begins on June 22 and runs through July 24.”
- D “. . . Camp Chippenstock is more affordable than many other camps.”

6 Which activity from the flyer *best* supports the idea that Camp Chippenstock encourages learning about the environment?

- F** Swimming
- G** Canoeing
- H** Hiking
- J** Photography

7 Which information in the flyer *best* supports the idea that campers come back year after year?

- A** Camp Chippenstock provides “fun and meaningful activities.”
- B** Some of the counselors were once campers themselves.
- C** Advanced swimmers have their own pool for diving.
- D** Camp Chippenstock is more affordable than many other camps.

Certain passages and test items have been removed from this form due to copyright limitations.

Directions: Read the poems and answer the questions that follow.

Praying Mantis

My sister caught him in a jar
she filled with leaves
and one brown stick
on which he sat
5 thin, long, and green,
hands folded in
as if he wished

for something. And when
I found the jar alone
10 I folded my own hand
around the metal lid.
It stuck, then twisted till
the air rushed in.
And still he sat
15 with tiny claws curled
round the stick, hands folded in
as if he wished for something,

something I wished for him.
So I reached in, and lifted with one motion
20 stick and creature, carried both
behind cupped palms
out to a bed of leaves
where he sat, long, and green,
still wishing.

Dragonflies

Shimmering, they flit
over soggy fields under
oak and willow; hovering in
a blur of wings,
5 frozen in a flick
that ends with an upward
zoom and buzz.
Blue-bodied,
shiny as metal, they swarm
10 when heat has stilled most living things,
translucent wings glorious and fragile
as summer.

26 Which of the following is the *best* summary for “Praying Mantis”?

- F A girl leaves her insect jar where anyone can steal it.
- G A girl captures an insect and keeps it in a glass jar.
- H The speaker steals a girl’s insect from a glass jar.
- J The speaker feels sorry for an insect and frees it.

27 In “Dragonflies,” “buzz” and “zoom” are both examples of —

- A simile
- B onomatopoeia
- C alliteration
- D personification

28 In “Dragonflies,” line 10 provides an image of —

- F a hot day when nothing seems to move
- G a warm day when dragonflies rest
- H a quiet day when no wind blows
- J a sunny day when only insects fly

29 Which phrase from “Dragonflies” offers the *best* visual description of the insects’ movements?

- A “shiny as metal”
- B “heat has stilled”
- C “blur of wings”
- D “glorious and fragile”

30 How are the insects treated differently in the poems?

- F The praying mantis is respected; the dragonflies are not.
- G The praying mantis is captured; the dragonflies are not.
- H The dragonflies are watched; the praying mantis is not.
- J The dragonflies are studied; the praying mantis is not.

31 Both poems portray insects as —

- A dangerous
- B interesting
- C quick
- D shimmering

32 How do the writers’ styles differ in the two poems?

- F “Praying Mantis” is detailed; “Dragonflies” is to the point.
- G “Praying Mantis” includes imagery; “Dragonflies” contains prose.
- H “Praying Mantis” tells a story; “Dragonflies” gives a description.
- J “Praying Mantis” uses rhyme; “Dragonflies” uses rhythm.

Directions: Read the story and answer the questions that follow.

A Slam Dunk for Science

- 1 On the first afternoon of summer vacation, Nina walked down Maple Avenue heading for her cousin Larry's house. As she approached, she saw Larry shooting hoops in his driveway.
- 2 Without saying a word, Larry quickly passed the basketball over to Nina. She caught it, took a step to the left, and threw the ball to the right and up into the basket.
- 3 "That was a perfect lay-up," Larry remarked. "I can tell you've been practicing."
- 4 "Better than that," Nina replied. "I started basketball camp today at the Neighborhood Center. We worked out all morning. Coach López even showed us the slam dunk. I'm going to keep trying until I can fly up and just slip the ball into the basket like he did."
- 5 Larry was all ears as Nina described the basketball camp. He loved the sport as much as she did and being able to slam-dunk was their ultimate goal.
- 6 "They need more students," Nina finally said. "Why didn't you sign up?"
- 7 "I have to baby-sit," Larry replied, nodding toward the garden where Sarah and Sammy were digging in the dirt. "I have to take care of the twins every afternoon while Mom works in her office."
- 8 "That's not a problem," Nina said. "The camp is from nine to eleven-thirty."
- 9 Larry said he would think about signing up and then promptly changed the subject. He told Nina that he was trying to find projects to keep the eight-year-olds busy.
- 10 "I have this idea, but I'll need help," he explained.
- 11 "Doing what?" Nina asked.
- 12 "The other day I saw tons of tadpoles in the shallow part of the creek," he began. "I have this old net-covered cage we can use so the twins can watch some of them grow into frogs. It would be a perfect project for the pair."
- 13 Nina thought it would be boring, but she agreed to help Larry if he would sign up for camp. That way, they could work together on both their slam dunk technique and the tadpole project.
- 14 The next afternoon, the cousins cleaned up the cage and took it and the twins to the creek. Larry and Nina waded into the water and placed the cage behind a stand of cattails. The water came about three-quarters of the way up the sides, making an enclosed pool about a foot deep. The twins caught ten tadpoles and plopped them into the pool.
- 15 Larry and Nina took the twins to visit the cage every day. They talked about basketball camp while Sarah and Sammy became very familiar with the small creatures that would eventually turn into frogs. They named them all and could identify each one by their differences in size, coloring, and stage of development. Two of them already had little hind legs. Then one day the twins made a startling discovery.
- 16 "Nina! Larry! Come here quick," Sarah called. "There's something wrong with Wiggler. He only has one leg!"
- 17 "You're right," said Larry as he and Nina bent down to get a better look. "What happened to the other leg?"
- 18 Then the group discovered that the tadpole named Prince was also missing a leg.
- 19 "Let's go to the library," Larry announced, suddenly mystified. "I want to learn more about frog development."

- 20 After hearing their story, the librarian directed the group to a rack of science magazines and showed them how to find articles about frogs. It didn't take them long to find something very interesting.
- 21 "Look at this!" Nina exclaimed. "It's a story about abnormal frogs. It says these frogs are turning up all over the world and scientists are trying to find out why. There's even a special group studying the problem."
- 22 The four crowded together to see the pictures and read the story.
- 23 "Look! Here's a toll-free telephone number to call to report sightings of frogs with abnormalities," Larry said. "This says we could help the scientists by letting them know what we've found."
- 24 The next afternoon, while Larry and the twins stood by anxiously, Nina called the number and reported the news about Wiggler and Prince. The woman she spoke with seemed very grateful. She told Nina that their information was particularly interesting since it was the first report of frog mutations in their area. She said that some scientists would want to follow-up with further study. After she hung up, Nina excitedly told her cousins what the woman had said.
- 25 "We've made a slam dunk!" Larry exclaimed.
- 26 "A slam dunk for science!" Nina corrected.
- 27 To Larry and Nina, the twins' boring tadpole project had suddenly become even more intriguing than basketball.

33 Which point of view does the author use in this story?

- A First person, limited to Nina
- B First person, limited to the twins
- C Third person, as an observer
- D Third person, limited to Larry

34 Nina wants Larry to go to the basketball camp because —

- F he needs something else to do
- G he needs to practice his free throw
- H she wants to help him with his project
- J more students are needed

35 In paragraph 12, the phrase "perfect project for the pair" is an example of —

- A consonance
- B alliteration
- C metaphor
- D assonance

36 Which source did the librarian *most* likely show to the group?

- F An encyclopedia volume labeled "Fi to Fr"
- G An index of magazine articles
- H The atlas with maps of rivers and creeks
- J A book titled *Amphibians of the United States*

37 The word mutations in paragraph 24 means —

- A alterations
- B populations
- C explorations
- D indications

38 Paragraphs 25 and 26 reflect a feeling of —

- F love
- G boredom
- H sympathy
- J pride

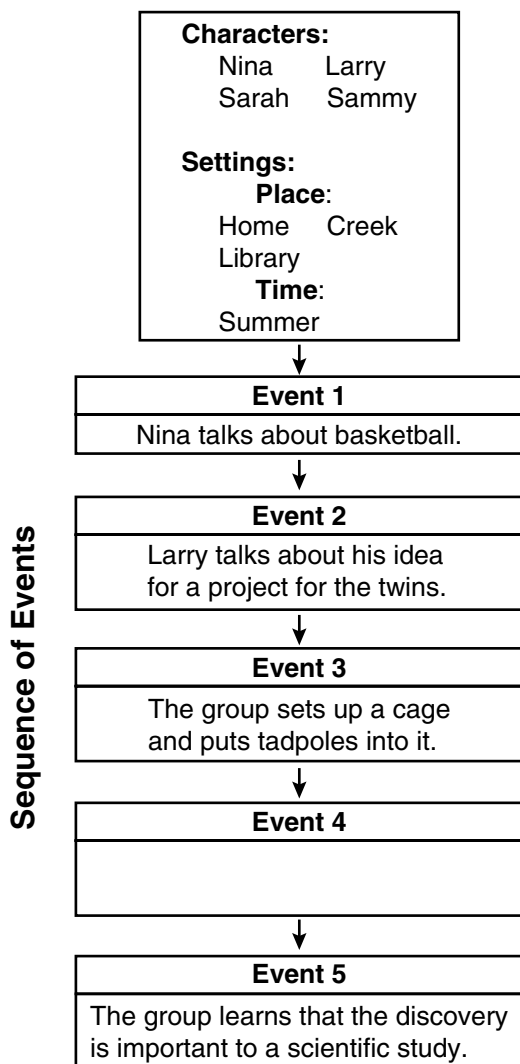
39 According to information in the story, which is *most* likely to happen next?

- A Nina will quit going to basketball camp.
- B The group will release the tadpoles into the creek.
- C Scientists will study the area where the tadpoles were found.
- D The twins will no longer be interested in the project.

40 Which of these is the overall theme in this story?

- F People should be more concerned with the environment.
- G Taking care of eight-year-old twins can be a chore.
- H Sometimes things turn out to be different from what is expected.
- J The library is a great source of information about frog mutations.

- 41 Look at the organizational chart for this story.



Which statement belongs in the box marked Event 4?

- A Nina makes a telephone call to a toll-free number to make a report.
- B The group discovers something different about some of the tadpoles.
- C Sarah and Sammy go to the creek with Larry and Nina.
- D The tadpole project becomes more intriguing than basketball.

- 42 Which word in this story has a root word that means “usual or average”?

- F particularly
- G eventually
- H abnormalities
- J development

Answer Key

Test Sequence	Correct Answer	Reporting Category	Reporting Category Description
1	A	001	Understand a variety of printed materials/resource materials.
2	G	001	Understand a variety of printed materials/resource materials.
3	A	001	Understand a variety of printed materials/resource materials.
4	H	001	Understand a variety of printed materials/resource materials.
5	C	001	Understand a variety of printed materials/resource materials.
6	H	001	Understand a variety of printed materials/resource materials.
7	B	001	Understand a variety of printed materials/resource materials.
8	F	002	Understand elements of literature.
9	A	001	Understand a variety of printed materials/resource materials.
10	J	001	Understand a variety of printed materials/resource materials.
11	B	001	Understand a variety of printed materials/resource materials.
12	G	002	Understand elements of literature.
13	A	001	Understand a variety of printed materials/resource materials.
14	H	001	Understand a variety of printed materials/resource materials.
15	B	002	Understand elements of literature.
16	G	002	Understand elements of literature.
17	B	002	Understand elements of literature.
18	F	001	Understand a variety of printed materials/resource materials.
19	B	001	Understand a variety of printed materials/resource materials.
20	F	002	Understand elements of literature.
21	D	001	Understand a variety of printed materials/resource materials.
22	J	002	Understand elements of literature.
23	A	002	Understand elements of literature.
24	J	002	Understand elements of literature.
25	C	002	Understand elements of literature.
26	J	001	Understand a variety of printed materials/resource materials.
27	B	002	Understand elements of literature.
28	F	002	Understand elements of literature.
29	C	002	Understand elements of literature.
30	G	002	Understand elements of literature.
31	B	001	Understand a variety of printed materials/resource materials.
32	H	002	Understand elements of literature.
33	C	002	Understand elements of literature.
34	J	002	Understand elements of literature.
35	B	002	Understand elements of literature.
36	G	001	Understand a variety of printed materials/resource materials.
37	A	001	Understand a variety of printed materials/resource materials.
38	J	002	Understand elements of literature.
39	C	001	Understand a variety of printed materials/resource materials.
40	H	002	Understand elements of literature.
41	B	002	Understand elements of literature.
42	H	001	Understand a variety of printed materials/resource materials.